For FRIENDS OF LIBERIA

From the Education Working Group OF FRIENDS OF LIBERIA
www.fol.org

It is hoped FOL's Liberia Literacy Landscape Paper will assist other organizations engaged in Liberia literacy develop useful partnerships and alliances, reduce the duplication of effort, and design a program for maximum impact and sustainability. The Education Working Group encourages readers of this landscape paper to share with us any Liberia literacy organizations not included in this paper.

LIBERIA LITERACY LANDSCAPE PAPER 2016
Literacy NGO's/Organizations/Non-Profit Literacy in Liberia

and

LIBERIA LITERACY MAPPING PROJECT,
an important companion to the paper, showing by county the location of literacy programs with links to their websites

1. Alfalit International-Liberia, Inc., 2016

WEBSITE: http://english.alfalit.org/country/#country.liberia

DESCRIPTION: Alfalit, faith-based nonprofit organization has been operational in Liberia since 2006. In the past it has offered programs in literacy, basic education, preschool, health, nutrition and community development

LIBERIA WORKING LOCATIONS: *Montserrado, Bomi, Grand Bassa, Margibi Counties*

CONTACTS LIBERIA:

Rev. Emmanuel Giddings, Executive Director
Rev. Jerome Williams, Training Coordinator
Alfalit International-Liberia, Inc
Located opposite the YMCA
Congo Town, Liberia
E-mail: egiddings@alfalitliberia.org
Tel: +231 886 550 0988

CONTACT: U.S.A.

Christopher Albano, Ed.D.
Education Director
Chris@alfalit.org
Alfalit International, Inc.
3026 NW 79 Avenue
Miami, Florida 33122
(305) 597-9077 Ext. #228

LITERACY PROGRAMS: Presently Alfalit runs literacy programs and educational assistance with emphasis on adult literacy business skills. In May 2016 forty-four new teachers were recruited and trained specifically to work with adults on literacy skills,

EFFICACY: Alfalit has afforded literacy to over 80,000 Liberians, is cost effective, and can teach a student to read and write for $117.

FUNDING PARTNERS: Rotary International, USAID, McCall MacBain Foundation, World Vision, ADPP, Lakarmissionen, Sirleaf Market Women's Fund, Evangelical Lutheran Church in America, Exxon, Esso, UBC, Segal Foundation

2. CANADIAN ORGANIZATION FOR DEVELOPMENT THROUGH EDUCATION (**CODE**), **2016**
WEBSITE: http://english.alfalit.org/country/#country.liberia

DESCRIPTION: CODE supports **a** network of partner organizations to design, deliver and evaluate quality literacy programs. A Canadian NGO with 57 years of experience, CODE supports literacy and learning through professional development workshops for teachers and librarians, support for libraries, and donations of books. Through CODE local authors, illustrators, editors and publishers produce children's publications in local languages.

LIBERIA WORKING LOCATION: Monrovia, Montserrado County
CONTACT IN LIBERIA
WE-CARE Foundation, INC.
Carey/Gurley Streets
P. O. Box 1072
E-mail: we-care@we-carefoundation.org
wcarelib@yahoo.com
Cell: (+231) 777024251/777511175/880512730
Monrovia, Liberia

CONTACT CANADA
Willy Rangira at wrangira@code.org
Canadian Organization for Development Through Education
321 Chapel Street
Ottawa, ON
KIN 172 Canada
General Inquiries
Email: codehq@codecan.org
1-800-661-2633 Ext: 245
Tel. 613-232-3569
Tel. 613-232-3569
Fax: 613-232-7435

PARTNERS: We-Care Foundation

LITERACY PROGRAMS: Professional development training and support for teachers, and locally produced books for children.

EFFICACY: 25,000 primary students have been taught by CODE trained teachers, 108,000 books and posters were shipped to Ebola affected areas in 2014. The goal is to train 810 educators in reading and writing instruction by 2020.
Major Institutional Donors for CODE International: Blackheath Fund Management Inc., International Charity Fund of ICAO Staff Association, Literary Prizes Foundations, Manitoba Council for International Cooperation, Megaloid Laboratories, Pirie Foundation, RJL Braydon Charitable Foundation, Saskatchewan Council for International Cooperation, Taylor Irwin Family Fund

3. FINNISH REFUGEE COUNCIL IN LIBERIA, 2016
WEBSITE ADDRESS: **http://pakolaisapu.fi/en/#liberia**

DESCRIPTION: As an UNHCR associate in Finland, the Council is a religiously and politically independent organization. The aim in Liberia is to contribute towards increased social cohesion in the Bahn (Nimba) and PTP (Grand Gedeh) refugee camps and the surrounding communities. The Finnish Refugee Council works to increase capacities of refugees and Liberians through adult education by organizing functional literacy education for adults in English and French both in refugee camps and hosting communities as well as in Bong and Margibi counties. Facilitators are trained to lead literacy circle activities in the communities.

LIBERIA WORKING LOCATIONS: *Nimba, Grand Geheh, Bong, Margibi Counties* (HQ: Monrovia)

CONTACT LIBERIA:
Finnish Refugee Council Dennis Compound, Mamba Point, Monrovia
Markku Vesikko Country Director, Liberia
Email: markku.vesikko@finnishrefugrecouncil.fi
Tel: 231 77 510 096
INTERNATIONAL CONTACT:
Kaikukatu 3, 4th Floor 00530 Helsinki, Finland
Tel: 09 696 2640

PARTNER(S): NAEAL – National Adult Education Association in Liberia.

ESTABLISHED: Activities in Liberia began in 1999.

EFFICACY: From: Literacy in numbers 2013
- 2500 graduated from literacy courses in 77 communities.
- 80 became literacy facilitators who supported 2000 new students in 80 literary circles.
- 3500 literacy booklets and literacy facilitators' handbooks were produced

4. IBIS EDUCATION FOR DEVELOPMENT, 2016
WEBSITE: http://ibisliberia.org

DESCRIPTION: IBIS is a non-governmental organization, working at global, national and local levels for the empowerment of civil society and underprivileged communities with a focus on equal access to education, influence and resources. IBIS works through partnerships with civil society and government institutions.

IBIS began its work in Liberia in 2005 and started working to help rebuild the education sector and ensure that children could attend school. Since then, the work has shifted to a long-term strategy for development through access to quality education. Specific objectives are being pursued by IBIS as stated in the Education for Change Thematic Program. They include increased access to formal and non-formal education, improved quality of education, and improved accountability and strengthened civil society engagement in governance of the educational system

LIBERIA WORKING LOCATIONS: *Grand Gedeh, River Gee, Sinoe Counties*

CONTACT DENMARK:
Vesterbrogade 2B
1620 Copenhagen V
Denmark
E: ibis@ibis.dk
T: (+45) 35 35 87 88
CONTACTS LIBERIA:
Anne Catherine Bajard,
Country Director
 acb@ibisliberia.org
Akoi Johnson
Education Liaison Officer
aj@ibisliberia.com
M: +231 888 859 408
Old Road opposite Nigeria House
Congo Town
PO Box 1276
Monrovia, Liberia

LITERACY PROGRAMS: Activities include technical support to schools, head teachers, and Parent Teacher Associations; teacher training in child centered and gender sensitive teaching methods; youth skills training; adult learning programs; education for refugees; and support to the Ministry of Education.

EFFICACY: IBIS and partners have a special focus on girls' education and the work tries directly to overcome the obstacles that prevent them from attending school.

5. THE LESTER FUND, 2012
WEBSITE: http://thelesterfund.org

DESCRIPTION: To maximize the efficiency of funding, Lester Fund targets specific countries and program areas. They currently fund directly to community based organizations and nonprofits in Liberia. In 2012 Lester Fund provided a grant to Liberian Education Trust-Monrovia to build administrative infrastructure.

CONTACT LIBERIA:
Email: info@thelesterfund.org.

FUNDING PARTNERS: Lester Fund is a funder of Liberian Educational Trust (2012)

Lester Fund works with Liberian Education Trust to fund the administrative infrastructure to raise, receive, and re-grant funds for school and education rebuilding. Lester Fund is not directly related to providing literacy programs. Lester Fund provides grants.

6. *LIBERIA READS*! 2016

WEBSITE: See Contacts below for email addresses.

DESCRIPTION: *Liberia Reads!* is a primary-grade literacy project sponsored by the Florida-based nonprofit, The Children's Reading Center, Inc. (CRC).The project was developed by the CRC Executive Director, Dr. Geri Melosh, a former Peace Corps Volunteer in Liberia ('72) who holds a Ph.D. in Instruction and Curriculum and is currently an elementary school principal.

LIBERIA WORKING LOCATION: *Monrovia, Montserrado County and Bong County*

CONTACT LIBERIA:
Lyn Gray, Liberia Country Director
Email: lynhowellgray@gmail.com
Tel: 231 886 40538
CONTACT U.S.A.
Director Geri Melosh, Director,
Children's Reading Center Director
Email: gmelosh@hotmail.com
Tel: 1-386-328-9990

MISSION:
Liberia Reads! literacy project is two-fold and is aligned with the mission of CRC:
- To provide intensive literacy training (i.e., teaching teachers to teach reading) to primary-level Liberian teachers (gradesK-3)
- To provide all the necessary reading books, classroom libraries, reading manipulatives, and curricular materials to support each trained teacher for at least 3-5 years.

PROGRAM HISTORY: 2009-2016
LITERACY PROJECT:
The curriculum was developed by Melosh and is a West African reading curriculum adaptation of Four Blocks currently used in many American elementary schools. The African version contains three blocks: *Guided Reading Block*, *Working with Words Block* and *Self Selected Reading Block* which are taught consecutively over a period of 90 minutes daily.
YEAR I Pilot Year: *Liberia Reads!* was first piloted in the 2009-2010 school year. Training strategies in phonemic awareness, phonics, fluency, comprehension, and vocabulary development. Dr. Melosh, with her husband, also an RPCV '72 brought to Liberia 450 pounds of reading texts, teachers' manuals, classroom libraries, and other literacy materials (e.g., ABC charts, phonic charts, high frequency word wall) with them from the U.S. for the pilot project. Approximately 100 children were taught reading using the *Liberia Reads!* curriculum the pilot year.
Year 2: Three more schools were added to the literacy project, and third grade was added to the curriculum. In July 2010, Melosh returned to Liberia to conduct 67 hours of training with 19 new teachers and principals. Five of the original teachers and principals were hired as assistant trainers to help with July training and as a means for their own retraining. Bob Melosh, in collaboration with several educators from Stella Maris Polytechnic, developed first and second grade reading texts reflecting Liberian culture and that were printed by its local collaborating partner, Stella Maris.

<u>Years 2011-2016</u>: In 2011, another three schools were added and materials were developed from K-2 teachers. With principals included, each school began sending 5 people (4 teachers K-2-3 and principal) for a 72 hour training program. In 2012 three additional schools were trained, and again in 2013. In 2015 a corps of Selected *LR!* Teachers from various schools were trained as *Liberia Reads!* trainers so that the program could expand more quickly without depending on Dr. Melosh. That year six schools were trained. In 2016, Dr. Melosh will begin providing training to three schools in Bong County, and the training team based in Monrovia will train three new schools in Montserrado County.

<u>Liberia Reads to Learn, Year 4, 2014</u>: The Liberia Reads to Learn (LRL) kit was introduced for use in grade 4 and up. LRL is a set multileveled, differentiated reading labs developed by educators within and out of Liberia and specifically for use in Liberian classrooms with students reading and comprehending on a wide range of levels. Each set contains 75 topics written and calibrated for readability across six reading levels ranging from middle primary level to late intermediate level. Topics come from the life sciences, the earth and physical sciences, Liberian social studies and literature. Each topic in the kit is aligned with the Ministry of Education's (MoE) national curricular standards. The kits are designed for each student in a classroom to read independently and answer questions on passages.

Location of *Liberia Reads to Learn* differentiated reading kit in **Monrovia**: E.J Hunter Memorial School, Fiamah; in **Bong County**: Lyn Gray in Goll Farm community, Jorquellie District

EFFICACY:
Liberia Reads to Learn reading kits are designed to accommodate the reading needs of students in classroom with as many as 75 students. The program is intended as a supplemental reading program and not as a substitute for the primary curricula in the classrooms mandated by the MoE. *LRL* is currently being used by trained government and independent school teachers and Peace Corps Volunteers. It reaches 750 students/year in *Liberia Reads!* classrooms, 5,000-7,000 in government schools trained by the Liberia Teacher Training Progam (LTTP), and with the arrival of 65 Peace Corps teachers in 2016, potentially 14,000/year in their classrooms.

Lyn Gray, the Liberia Country Director was invited to give a 15-minute presentation on the "Liberia Reads to Learn" kit at the May 25-26, 2016 USAID/MOE workshop on what different actors In the country are doing in literacy. The LIBERIA LITERACY LANDSCAPE PAPER and MAPPING PROJECT will also be shared with attendees.

FUNDING:
Liberia Reads! is funded by the Children's Reading Center in Palatka, Florida and private donations. It has had small grants from the International Literacy Association and in-kind assistance from Stella Maris Polytechnic in Monrovia

7. *LIBERIA READS!* **ASSOCIATION OF LITERACY EDUCATORS (ALE)**
EMAIL: Geri Melosh, Director   gmelosh@hotmail.com
        Lyn Gray, Liberia Country Director   lynhowellgray@gmail.com
        Henry Wolokolie, President of ALE   hwolokolie@gamil.com
        (Tel: 231 777 090406)

DESCRIPTION: In 2011, teachers trained in *Liberia Reads!* formed a local organization called Liberia Reads! Association of Literacy Educators (ALE). This organization has an affiliation with the International Literacy Association (ILA) in United States and twice has benefitted from ILA scholarships to send representatives to the Pan-Africa ILA conference.

LIBERIA READS! ALE WORKING/MEETING LOCATION: E.J Hunter memorial School, Fiamah, *Monrovia, Montserrado County*

OBJECTIVE:
    The primary objective of ALE is to promote national literacy through the development of a group of professional teachers who are dedicated to increasing Liberian teacher capacity to teach reading. The focus is on early childhood literacy development.

    Secondary purposes related to the primary objective of the organization include:
- ✓ Increasing the national awareness of the problem of illiteracy
- ✓ Promoting cooperation among educators and community leaders at all levels
- ✓ Promoting the training of teachers with special focus on in-service training
- ✓ Forging partnerships with schools and other organizations to achieve the goal of getting trained teachers into classrooms with tools needed for success
- ✓ Forming links to the international literacy community through affiliation with the IRA
- ✓ Promoting the Liberianization of the reading materials to school children
- ✓ Having a direct impact on what is happening in Liberian classrooms

EFFICACY:
ALE has held workshops to provide refresher training to all LR! Trained teachers and in 2014 held a large conference attended by other schools and Ministry of Education officials. In 2016 ALE is completing requirements for registration as a Liberian NGO.

FUNDING:
ALE is mostly self-supporting through dues. It has also received grants from the International Literacy Association.

8. LIBERIAN TRANSLATION AND LITERACY ORGANIZATION (LIBTRALO) 2013

A local indigenous NGO
WEBSITE: https://libtralo.wordpress.com/
DESCRIPTION:

LIBTRALO exists to translate English literatures into the languages of Liberia and to offer the opportunity for all to read and write in their own vernacular language.

LIBERIA WORKING LOCATIONS: *Central office: Sinkor, Montserrado County; Literacy projects in 13 unlisted counties.*

PARTNERS: CONCERN WORLDWIDE, LIBERIA: August 29, 2013-October 30, 2017 and MoE**:** 2012 MOA with for implementation of a pilot project for the Liberian Languages and English Multilingual Education (LLEME) Program.

CONTACT LIBERIA:
Email: davidsatiyee@yahoo.com, Executive Director
United Methodist Compound 12th and 13th Streets, Sinkor, Monrovia, Liberia
Tele: +231 (0 886 798915
Samuel F. Cooper, Literacy Director

LITERACY PROGRAM:

The Literacy Department is the arm of LIBTRALO that coordinates all literacy activities of the organization with the approval of the executive director, working through various language associations and experts in 16 language areas in 13 counties.

LIBTRALO's literacy program has both formal and non-formal components. The formal component deals with children in formal government primary school at the kindergarten level. They are taken through multilingual education. The non-formal component of the literacy program deals with adults, most especially rural farmers and traders. This category of learners learns at their own convenient time with no restrictions on location and kind of learning centers. People are taught in their indigenous languages.

What the Literacy Program does:

It works in translation, literacy and vernacular media in the local language of Liberians. It trains teachers for the adult literacy component of the literacy program.

- Teacher Training: After a week or two of training, these trained teachers return to their principals for assignments.
- Training of Trainers' Teachers: (TOT) Teachers from various language groups are brought together to be trained as trainers. They then are prepared to train the best students in their language classes and some volunteers as teachers in order to contain the multiple requests for teachers.
- Materials Production: Many learning and teaching materials have been produced by the Literacy Department with the assistance of experts.
- Monitoring and Supervision: Monitoring and supervision of literacy classes in Liberia is a collaboration between the Literacy and Translation Departments as a means of curtailing costs.
- Implementing for Partners: LIBTRALO through the Literacy Department implements literacy projects for some of the partners.

EFFICACY:

- ➢ Reduction of high illiteracy rate in Liberia: Intent is to produce a highly informed citizenry
- ➢ Improved life: A new literate population can read health materials, materials about farming methods, civic education materials, medicine labels, birth control and general directions
- ➢ Preservation of language, culture and faith: A people's language, culture and faith are crucial to their survival, growth and development.
- ➢ Population participation in decision making: When people are literate in various languages it helps them popularly participate in decision making that affects their life and comfort.

9. **LOITOI FOUNDATION, as described in** *FrontPage Africa* **(Monrovia) 2014**
WEBSITE: http:/frontpage-africaonline.com/index.php/country-news/1500-bong-lawmaker-5-literacy-school-graduates-over-1-000-youths

DESCRIPTION:
   The Loitoi Foundation is a non-governmental organization founded by Bong County Senator Henry Yallah in Zoweinta, Kpaii District. It empowers youth and women through free vocational and entrepreneurial training. The organization is regarded by many in the county as one of the main sources of empowerment for young men and women offering free skill-acquisition classes to combat high rates of literacy and unemployment in the county.
   Established in 2012, the organization has trained more than 2,500 women and young adults through its literacy program. The literacy centers are where people are taught who did not have the opportunity to go to school when they were young. Its courses are free. The trainings are also free in order to make the graduates of the literacy school accessible to all. The institution also offers skills training to men and young people who have dropped out of school. Senator Yallah has spent more than $10,000 since the program was launched in Liberia.

LIBERIA WORKING LOCATIONS: *The 13 administrative districts of Bong County Jorquelleh District #1, Zoweinta in Kpaii District and Totota town.*

CONTACT LIBERIA:
Henry Willie Yallah, Senator, 2012-20
Email: knowmeyallah@yahoo.com
Telephone: =231 0886-449-150

TRAININGS OFFERED:
   - Literacy: Basic reading and writing
   - Driving
   - Cosmetology,
   - Computer Literacy
   - Vocational Education for women
   - Sewing, knitting and baking

EFFICACY: Post 2014
   - Senator Tallah has provided self reliance through these trainings. His administration in Bong County is promoting these trainings to encourage self-employment, decrease restlessness and social instability.
   - The next series of literacy and vocational trainings expands to promote education and employment in the county.
   - The next training takes place in Sanoyea and Fuamah districts as part of plans to bring trainings to rural areas of Bong County. The Loitoi Foundation wants to scale up the program to the whole 13 development areas and administrative districts.

10. NATIONAL ADULT EDUCATION ASSOCIATION OF LIBERIA (NAEAL) 2015
WEBSITE: www.facebook.com/infonaeal/info?tab=page_info
In the past year, there appears to be an organizational change at NAEAL. Some of the previous contact information has been deleted from the Facebook page and information is not found elsewhere.

DESCRIPTION:
   Founded in June 1977 by a group of young Liberian educators interested in promoting literacy in Liberia, NAEAL promotes functional literacy and reduces the impact of illiteracy that leads to the enhancement of community development in society.
   NAEAL's mission is to promote literacy in sustaining community development that leads to social transformation.

LIBERIA WORKING LOCATIONS: *Almost all 15 counties: Working counties not listed.*

CONTACT LIBERIA:
Email: naealliteracy@yahoo.com
Rehab Drive, Paynesville City, Liberia
Tel: +231-88 820 0281

PROGRAMS
- Adult literacy
- Training for institutional capacity building
- Networking and adult literacy resource development

IMPLEMENTATION OF PROGRAMS
- The adult literacy programs work in partnership with communities and their representatives.
- NAEAL works with and coordinates activities with the Government of Liberia through the MoE and national and international organizations working to reduce literacy in Liberia.

EXECUTION OF ROGRAMS
- NAEAL develops and uses its own literacy materials to facilitate adult learning at the community level.
- The learning approach is a combination of REFLECT methodology, PRA and participatory adult learning principles.

11. PAMOJA WEST AFRICA, Reflect Network, 2015

Pamoja is a Swahilii word meaning together, we or us.

WEBSITE: www.dvv-imternational.de/en/adult-education-and-development/www.pamoja-west-africa.org

What *is Reflect*? **www.reflect-action.org/what**

Reflect is an innovative approach to adult learning and social change, which fuses the theories of Brazilian educator Paolo Friere and participatory methodologies of participatory rural appraisal. A wide range of participatory methods is used within a R*eflect* process to help create an open democratic environment in which everyone is able to contribute. It was developed in the 1990s through pilot projects in Bangladesh, Uganda and El Salvador and is now used by over 500 organizations in over 70 countries worldwide.

DESCRIPTION:

West Africa Reflect practitioners have been implementing a range of networking, capacity building and advocacy activities since the year 2000. Today National Pamojas exist in Benin, Burkina Faso, the Gambia, Ghana, Guinea Bissau, Guinea Conakry, **Liberia**, Mali, Nigeria, Sierra Leone, Senegal, and Togo. Each national network defines its own parameters and is governed by its members, in order to take into account the specificities of each country. The Pamoja West Africa network aims to promote and facilitate access to quality lifelong learning for adults and young people in order to contribute to equitable and sustainable development in West Africa. It advocates for literacy to be a priority in all countries of the sub region and promotes the use of *Reflect* approach as an effective tool for empowering communities, social change, literacy and learning.

LIBERIA WORKING LOCATIONS: No information provided

MALI, WESTAFRICA CONTACT:

Coordinator: Carol AVANDE HOUNDJO (based in Cotonou, Benin)

Pamoja West Africa is housed with Jeunesse et Development, Bamako, Mali

Email: pamojaao@gmail.com

Tel: (229) 9747 64 07

STRATEGIC PLAN 2011-2015:

- To contribute to increasing adult literacy rates in member countries
- The establishment and monitoring of national non-formal education policies in member countries.
- The allocation of at least 3% of national education budgets to literacy programs in member countries.
- To encourage the use of *Reflect*—and shared learning from good practices
- The establishment of effective mechanisms to monitor and evaluate the implementation of commitments to youth and adult education.

LITERACY AND REFLECT:

The Education for All goal of a 50% reduction in adult literacy by 2015 is likely to be missed by a wide margin reflecting a long-standing neglect of literacy in education policy. Literacy is the most neglected of all the education goals with attention. One of the reasons for governments failing to invest in literacy is the belief that adult literacy programs are not effective and that adults cannot learn. Short-term literacy programs aiming for a quick fix may produce mixed and unstainable results. A successful adult-literacy program recognizes that literacy is a continuous process that requires sustained learning and application and involves well-trained and adequately remunerated local facilitators, is participatory and rooted in the lives of the learners and involves ongoing monitoring and evaluation.

12. SELF-HELP INITIATIVE FOR SUSTAINABLE DEVELOPMENT (SHIFSD) 2016
WEBSITE: ww.shifsd.wordpress.com or shifsd.org

DESCRIPTION:
   The organization was founded in 2000 by a group of Liberian refugees in Ghana and moved to Liberia in August 2008. SHIFSD exists to reduce poverty through access to Functional Adult Literacy and Entrepreneurship. SHIFSD's work aims at encouraging sustainable development, creating access to and promoting functional adult literacy, technical vocational skills, entrepreneurship, social justice, and inspiring community development. SHIFSDs' target beneficiaries are the youth, refugees and women in deprived communities, aged 18-35+.

LIBERIA WORKING LOCATIONS: Functional Adult Literacy: *Monterrsado, Margibi, and Bong Counties*

CONTACT LIBERIA for Literacy Intervention
Email: shifsdliberia@gmail.com
          jburgess@shifsd.org
Postal Address: C/O P. O. Box 1164 Monrovia, Liberia
Phone: Mobile: 011 +231 (0) 886-874-950 or 011+231 (0)886-601-41
Head Office, Monrovia: See onsite map. Bend and Stop, Bardnersville Estate Road, Monrovia, Liberia
Functional Field Office, Zwedru: Coordinates SHIFSD's work in the southeastern part of Liberia: Boley Community, Sinoe Road, Grand Gedeh County

PARTNERS: ADULT LITERACY: ZOA Refugee Care Liberia, DVV (German title) International/Pamoja Liberia

EFFICACY: Functional Adult Literacy
> ➤ A grand total of 403 functional adult literacy participants (48 males and 355 females) completed the REFLECT/literacy level one classes (though 570 started the literacy sessions) in rural communities in November 2014 out of the total 37 that we worked in currently, and those who completed began level two in February 2015.
> ➤ In partnership with ZOA International and since 2010, the organization has been carrying out Functional Adult Literacy (FAL) activities in 80 communities in the three counties, Montserrado, Margibi and Bong, reaching 3000+ beneficiaries.

PARTNERSHIPS/NETWORKING:
American Jewish World Service (AJWS), ZOA Refugee Care Liberia, New Africa Research and Development Agency (NARDA), IREX/WANEP Liberia, Stitching INITIAT/Wild geese Foundation, Norwegian Human Rights Funds (NHRF), Universal Hope Initiative, DVVInternational/Pamoja Liberia

13. SIRLEAF MARKET WOMEN'S FUND (SMWF), *2016*
WEBSITE: http://www.smfw.org
SMWF Fact Sheet: smwf.org/about/fact-sheet/

DESCRIPTION:
   SMWF has adopted an integrated and holistic approach to the empowerment and leadership of Market women. In addition to providing market infrastructure to ensure a safe and healthy work environment, it includes a range of services such as water and sanitation, storage facilities, daycare in the markets for the children of market women, access to credit, and adult literacy and small business training.
LIBERIA WORKING LOCATIONS:
UPDATED MARKET MAP: www.smwf.org/projects-2/market-construction/map-of-markets/
LITERACY TRAINING: Implemented in Clara Town, Waterside, Logan Town, markets in Montserrado County (only)
Markets served: *Barnesville, Bopolu, Clara Town, Duala, ELWA, Ganta, Gbah, Gbarnga, Harbel, Jorkpen Town (Nancy P. Doe), Logan Town, Omega, Paynesville, Rally Time, Redemotion Day, Saclepea, Totota, Unification, Voinjama, Waterside, Zogolemai, ZorZor, Zwedru*
Markets Completed:
Rural (8*): Barnesville Bopolu, Gbah, Saclepea, Totota, Unification, Zogolemai, ZorZor*
Urban*: Clara Town, Duala, ELWA, Harbel, Jorkpen Town, Logan Town, Omega, Paynesville, Rally Time, Redemption day, Waterside Zwedru*
CONTACT LIBERIA:
18th Street Gibson Avenue, Sinkor Monrovia, Liberia
Email: smwfliberia@smwf.org
CONTACT U.S.A.
Email: smwfinternational@smwf.org
P.O. Box 290 Bedford, NY 10506
PARTNERS: Government of Liberia (Ministry for Gender and Development, Ministry of Commerce and Industry)

ADULT LITERACY PROGRAM
   The SMWF Literacy program has taught more than 500 Liberian women to read and write in the past year alone. The Alfa Den program, with funding from UNIFEM, is currently working in 11 markets to help more than 20,000 women make a better living so they contribute to Liberia's growth and development.
   A significant factor that is responsible for the continued hardship being faced by most of the women of Liberia, especially the market women, is their inability to read and write. SMWF has taught over 5000 women from 26 markets through the literacy and small business skills development and village savings and loans training and microcredit facilities.
MAJOR DONORS: African Women's Development Fund, Alpha Kappa Alpha Sorority, Inc., Embassy of People's Republic of China (Liberia) Entradia, Global Fund for Women, Heyman Family Fund, Petro Trade (Liberia), NoVo Foundation, Sara Blakely Foundation, Sister Fund, Speyer Family Foundation, Segal Family Foundation, Women's Health Innovation Program (WHIP) U.S. Department of State, Three Guineas Fund, United Nations Women (formerly UNIFEM), UN Women for Gender Equality and Women's Division, United Methodist Church
EFFICACY:
   ➢ Since the inception of the SMWF in 2007, 2,433 women have been impacted by the literacy program. The SMWF has continued its pioneering role in ensuring the voices of market women are heard at policy levels in Liberia, Africa and across the globe.

14. THE TURING FOUNDATION, *2016*
WEBSITE: http://turingfoundation.org/ctry_liberia_/index_uk/html#zoaliberia15

DESCRIPTION:
 Enabling children of the world to obtain an education is one of the four goals of this private charity in the Netherlands set up by Pieter and Francoise Geelen. The name of the Foundation honors Alan Turing (1912-1954), the British scientist who is regarded by many as the modern computer science. It was established in Liberia in 2006.
 The Turing Foundation strives to offer children and young people the kind of education that can help them structurally, encourage their independence and autonomy, and enable them to commit to their communities. It regards education as a means to offer people new opportunities in their lives in a constructive, structural and respectful way. Moreover, education benefits not only the individual, but also his environment and society as a whole. It can be seen as a sustainable method of poverty reduction. It aims to increase the quality of education in Liberia ranging from primary education (from the age of 6), to secondary education, to vocational training.
 Currently there are four projects in Liberia but only one addresses literacy.

LIBERIA WORKING LOCATIONS: *Monrovia, Montserrado County*

CONTACT LIBERIA:
Email: info@turingfoundation.org
514Turning Foundation
 Herengracht 514 1017 CC
 Amsterdam The Netherlands Tel: =31 20-5200010

FIELD PARTNER: ZOA International Liberia

LITERACY PROJECT:
Vocational and literacy training for 400 urban youth, Monrovia, 2015-2017
- ZOA has been working in Liberia since 2003 to increase the local population's self-reliance in education, water and sanitation and food security. ZOA and its partner Self Help Initiative for Sustainable Development (SHIFSD) are using this project to meet the pressing need of young people for vocational education, which will enable them to generate an income. 400 young people from Monrovia do a one year course in construction or car and motor mechanics. Half of them also learn reading, writing and basic arithmetic.

FUNDING:
 The Turning Foundation contributes approximately 100,000 Euros or US$111,650.00 towards this project. This is 50% of the total budget.

15. **UNESCO SDG 4 SUSTAINABLE DEVELOPMENT GOALS: SDG GOAL 4 for 2030**

UNITED NATION EDUCATION, SCIENTIFIC and CULTURAL ORGANIZATION *There are no current UNESCO literacy programs in Liberia. Funding ended in 2014.* **The material below has been included because the** *EWG expects to see funding for Sustainable Development GOAL 4 in 2016 to meet the post-2015-2030 SUSTAINABLE DEVELOPMENT GOALS.*

WEBSITE: http://en.unesco.org/gem-report/sdg-goal4

The Education for All (EFA) Goals: 2000-2015

Over the last 15 years, much progress has been made towards achieving the Education for All Goals, which are contained in the previous edition of the Liberia Literacy Landscape Paper, but despite this effort, they were not reached by the 2005 deadline.

DESCRIPTION:

The Sustainable Development Goals: 2015-2030

In September 2015, at the United Nations Sustainable Development Summit, Member States formally adopted the 2030 Agenda for Sustainable Development (**https://sustainabledevelopment.un.org/post2015/transformingourworld**) in New York. The agenda contains 17 goals including a new global education goal SDG 4. SDG 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and has seven targets and three means of implementation.

This goal came about through an intensive consultative process led by Member-States, but with broad participation from civil society, teachers, unions, bilateral agencies, regional organizations, the private sector and research institutes and foundations.

LIBERIA CONTACT:

Liberian National Commission for Education UNESCO 3rd Street, Sinkor Monrovia, Liberia

Tel: 230 885 565 783

Ministry of Education

Mr. George Werner, Minister of Education

Mrs. Yukhiko D' Lovette Amnon

Assistant Minister of Education, Early Childhood Education

3rd Street Sinkor Monrovia, Liberia

Tel: 230 886 565 783

TARGETS FOR SDG 4

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. By 2030:

- **4.1 Ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning**
- **4.2 Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education**
- **4.3 Ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**
- **4.4 Substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship**
- **Eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**
- **Ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy**

- **4.7 Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development**
- **4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.**
- **4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrollment in higher education, including vocational training and information and communications, technology, technical, engineering and scientific programs, in developed countries and other developing countries**
- **4.c By 230, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**
    - ✓ Which of the education targets should your country prioritize? ***Vote now at https://inesco.org/gem-report/educationwewant***
    - ✓ See WORLD EDUCATION BLOG: the sum of its parts for more information.

PUBLICATIONS and TOOLS

- **Global Education Monitoring Reports: New at UNESCO at http://em.unesco.org/gem-report/ The GEM Report monitors progress towards education targets in the new Sustainable Development Goals framework. Each report is developed over a 12 to 18 month period and draws on scholarship and expertise from governments, NGOs, bilateral and multilateral agencies, UNESCO institutes, academic and specialized research institutions. Four are included for readers of this paper.**
- Policy Papers (**/gem-report/reports**)
  The Gem Report is an indispensable advocacy and technical tool for all involved in promoting Education for All in order to inform policy debates, and keep key challenges and barriers to EFA objectives high on the international agenda. The report produces a series of policy papers each year.
  These cover issues related to conflict and education, finance, teachers, the private sector, natural resources and more. View all policy papers (**/gem-report/policy-papers**)
- Regional Resources
  So as to feed into regional debates on topics related to Education for All, the GEM Report breaks down its annual report into regional summaries and fact sheets. The regional groupings are set by the UNSD regional classification (**http://unstats.un.org/unsd/methods/m49/49regnf.htm**). For sub-Saharan Africa: See **Sub-Saharan Africa (48 countries)**.
- Technical Papers
  The Global Monitoring Report (GEM Report) produces many global figures that are widely used for advocacy and campaigning the world over. The Report produces background technical papers in order to explain the methodology in many of these findings. These include papers explaining the calculation that there are 250 million children who are not learning the basics, over half of whom are in school, and on the report's projections for reaching the new education targets in the Sustainable Development Agenda. **View the technical papers (/gem-report/technical papers)**.
- World Inequality Database
  The Word Inequality Database on Education (WIDE) highlights the powerful influence of

circumstances in shaping people's opportunities for education and lives. View WIDE.
- **Gender gap in education: Use our interactive tool to find out how location, age and circumstance affects gender equality in education around the world. VIEW data viz.**
- **Language paper "If you don't understand, how can you learn?" shows 40% of the global population does not have access to an education in a language they speak or understand. Read the paper. Use their tools: http://en.unesco.org/gem-report/st#hash.6WqjYQhv.dpbs**

Introducing (New) WORLD EDUCATION BLOG: Global Education Monitoring Reports (4)

NAME: WORLD EDUCATION BLOG: What kind and level of literacy will create sustainable societies?
Posted on 8 September 2015 by Aaron Benavot
http://efareport.wordpress.com/2015/09/08/what-kind-and- level-of-literacy-will create-sustainable-societies?

Today is International Literacy Day, focusing on the theme of 'Literacy and sustainable societies'. The day will pay particular attention to exploring and consolidating the synergies between literacy and each one of the Sustainable development Goals (SDGS) to be adopted at the UN High-level Summit this September. This blog explores what improvements need to be made in understanding, monitoring and defending literacy if we are to reap its full benefits post-2015.

Less than three weeks from now, the international community will resolve: "to end poverty and hunger everywhere; to combat inequalities within and among countries; to build peaceful, just and inclusive societies; to protect human rights and promote gender equality and the empowerment of women and girls; and to ensure the lasting protection of the planet and its natural resources." It will also resolve to "create conditions for sustainable, inclusive and sustained economic growth, shared prosperity and decent work for all, taking into account different levels of national development and capacities." All of the 17 goals and 169 targets to be adopted at the UN Summit aim to contribute to these developments, including, notably, education and learning

Literacy, the theme of today, is prioritized in at two respects. First, the notion of 'lifelong learning' for all children, youth and adults is central to the SDG goal on education. Second, literacy and numeracy, which were well integrated in the Education for All Goals, are explicitly mentioned in target 4.6 of the SDGs.

The fact that literacy has reappeared as a SDG priority is of no surprise. We know that literacy can improve health, reduce disease, encourage tolerance and political participation, encourage environmentally friendly behavior and empower women to make the right decisions for themselves. Literacy should also be part of the broad SDG ambition because we know how far we have to travel before we can say it has been achieved.

The GMR, for instance, has frequently exposed the extent of illiteracy among youth and adults. Our 2013/14 Report proved the chronic need for better teaching and learning by showing that around 175 million young people in poor countries – equivalent to around one quarter of the youth population – cannot read all or part of a sentence, affecting one third of young women in South and West Asia. The Gender Summary that year showed that over 100 million young women in low and middle income countries are unable to read a single sentence. On current trends, the report projected that will take until 2072 for all the poorest young women in developing countries to become literate.

The GMR 2015 released this year showed that there has been barely any improvement in adult literacy rates since 2000: from 82% to an estimated 86% in 2015. Worldwide more that 750 million adults are unable to read and write, a severe handicap for living a fulfilled life, one that is faced by over half of all women in sub Saharan Africa and South and West Asia. Most recently, to prove the need for equitable progress towards literacy, the GMR also referred to its WIDE database to show that the poorest young women are six times less likely to be able to read than the richest.

If we are to put forward cogent arguments for literacy to be placed near the top of the long lists of targets governments and donor have to achieve by 2020, and reap the full benefits of literacy over the next fifteen years, we will need to understand it better. Work is needed on the ways in which, and the mechanisms through which, literacy on the one hand, and formal years of schooling, on the other, impact sustainable development and sustainability practices. This would be a very good start.

We also urgently need to develop, pilot and establish a short literacy assessment, or module aimed at adults, which can measure literacy levels in a flexible, straightforward and effective manner. For too long, we have been using outdated concepts of literacy as some universal skill that adults do or do not possess, rather than a proficiency measured on a continuum. Better common understanding of what progress in literacy means, and a module that can directly assess literacy levels in different languages, are essential if we are to evaluate the effectiveness of lifelong learning and/or adult education programs post-2015.

Thirdly, we need better ways of capturing data on literacy and numeracy from different contexts so that results can be compared internationally. While this might take some years to develop, once such an assessment instrument has been validated, the data it generates will be eye-opening. Just as with PIACC and other existing assessments like LAMP and STEP, such assessment would provide a far more empirical basis to discern the relative, social, political and economic impacts of literacy skill levels and years of schooling completed.

Fourthly, we need to assess the literate environment in which adults become motivated to acquire and retain literacy skills. As the GMR 2015 showed us, literacy requires not only a better supply of learning opportunities but also more opportunities to use, improve and retain literacy skills. Such opportunities have been growing since 2000. The rapid expansion of ICT, holds considerable promise. It may be possible to take advantage of widespread mobile phone use to promote stronger literate environments and reading practices, though clear evidence is not yet available on the impact of ICT literacy skills.

Without these improvements, target 4.6 in the SDGs will remain vapid. A society without proficient readers cannot hope to achieve a sustainable future. Opportunities must be available for all those who desperately want to be literate, so that the world can move closer towards the vison encapsulated in the Sustainable Development Goals. We know what to do. We must urgently work towards it so no one is left behind.

WORLD EDUCATION BLOG: Achieving the 2030 Education Goal by focusing on early learning
Posted <u>on 21 September 2015</u> by <u>GEM Report</u>
By Michelle Neuman, Program Director, Results for Development Institute. This blog is part of a series of last minute reflections before the new education agenda is set in stone.
UNITED NATIONS SUSTAINABLE DEVELOPMENT SUMMIT 2015 25-27 SEPTEMBER
http://efareport.wordpress.com/2015/09/21/achieving-the-2030-education-goal-by-focusing

A quarter of a century after global education leaders met in Jomiten, Thailand, and boldly announced that "Learning begins at birth", it is reassuring to see that early learning now features more prominently on the global development agenda:

Target 4.2: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education."

The inclusion of this target is an important accomplishment, and reflects the widespread evidence from low-and-high resource contexts alike of the importance of nurturing children's development, care and education well before they begin formal schooling. This week, the UN will formally adopt the entire Sustainable Development Goal (SDG) framework under the themes of**: P**eople, **P**lanet, **P**rosperity, and **P**eace. Reaching these lofty goals will depend on many factors, and delivering adequate attention to children's early cognitive, socio-emotional, language, and physical well-being will be critical. To reach the 4 'P's of the broader SDG framework, there are 4 'I's' representing vital issues that need to be addressed in order to make quality early learning a reality for all.

1. *Inequalities*

Progress in expanding early childhood programs around the world has been encouraging but uneven. Although access to pre-primary education has expanded in every region since 1999, Latin America and the Caribbean boasts a gross enrollment rate (GER) of almost 75%, whereas Sub-Saharan Africa lags behind with a GER of about 19%. Even before the first year of pre-school<u>, children from lower socio-economic groups, ethnic and linguistic minority backgrounds, and children with disabilities are more like to miss out on quality early learning opportunities.</u>

Supporting parents so they can provide stimulating home environments is an important first step to address inequalities. Approaches that expand systems are needed, but simply making poorly performing preschools bigger is not enough. This will not be possible without improving the capacity of the early child care workforce. These professionals will require better training, support and working conditions. Promising approaches to this challenge can already be found. One program in Ghana<u>. Lively Minds</u>, trains and empowers kindergarten teachers and mothers from rural areas in for engaging young children in play-based, creative activities. Leveraging community resources in this way represents the kind of innovative, locally-sourced approaches that can reach underserved families.

2. *Integration*

Young children's care, development, and learning are intertwined and depend on a multitude of different sectors and services. While a separate education target for early learning is a big step toward greater visibility and policy attention to young children, equally important are the goals and targets for poverty reduction, undernutrition and stunting, child and maternal mortality, violence prevention, birth registration, and more.

We know that children cannot learn well if they are unhealthy, unsafe, or hungry. Cross-sector approaches as in India's Integrated Child Development Services, which includes nutrition, immunization, health check –ups for the mother and child, and informal preschool demonstrate the value of comprehensive interventions. Another promising strategy is to deliver child development messages to parents through existing home visiting programs, as in Jamaica and Pakistan, and cash transfer programs with a parent training component, as in Niger and Colombia. What matters is not where the targets are situated within the goals, but that young children are supported to reach their full potential.

Investment

Countries underinvest in the early years, spending on average less than 5% of their education budgets abd less that 0.1% of gross domestic product on pre-primary education. Despite limited government funding, parent demand for early learning is strong, as in some areas of Sub-Saharan Africa where growth in private preschools has surged. Yet, high fees, limited regulation, and uneven supply remain significant problems for many poor families.

The EFA GMR Team estimates that overall expenditure per child will need to triple - from US$258 to US$854 – to achieve one year of universal, quality pre-primary education alone. Achieving this increase will require new sources of public and private funding, as well as innovative financing mechanisms to improve affordability for parents. Here experiences like that of Chile, which doubled public spending from 1999 to 2012 through a mixed delivery system that increased subsidies for the most disadvantaged children, are heartening.

3. *Indicators*

Lastly, none of these important issues can truly be addressed without adequate monitoring and evaluation. Poor data has hampered efforts to date to fully document the status of young children. The broad scope of Target 4.2 means that collecting more and better data on pre-primary enrollment will be necessary, but not sufficient. We will also need information and ways to assess provision for 0-2 year olds, which tends to be less formal, small scale and often private. It is encouraging that new tools are available to track child development, including UNICEF's MICS EDC index. A measure of responsive, stimulating parenting to capture infant-toddler well-being is also under consideration, and will hopefully remain in the final list of indicators. These data should be disaggregated by gender, disability status and key socio-demographic variables.

As the global education community rallies around the new agenda for 2030, we need to ensure that our youngest learners receive comprehensive policy attention and sufficient means for turning promises into realities. This will require coordinated action at all levels to address inequality in early learning opportunities, scale-up innovative approaches to quality, build bridges across sectors, strengthen and support the workforce, and explore new models for financing early childhood systems.

NAME: WORLD EDUCATION BLOG: SDG4: More than the sum of its parts?
https://efareport.wordpress.com/2016/02/29/sdg4-more-than=the-sum-of-its-parts/
Posted on 29 February 2016 by GEM Report

There are ten targets within the new global education goal that were negotiated at length to be part of a comprehensive, integrated and ambitious SDG agenda relevant to all countries.

Yet, as many have mentioned, the 17 goals in the SDG agenda, with their accompanying 169 targets, present a significant practical challenge for those now responsible for ensuring their successful implementation.

We all know the zero-sum nature of budgetary discussions at the national level and the difficulty of increasing allocations to education. Meanwhile, UN agencies are restructuring donors and are rethinking aid strategies and NGOs are concocting new global campaigns to reflect new global goals in a way that suggests internal prioritization.

But, if prioritization is happening which direction is it going to take? This question is particularly relevant as the sustainable development agenda has brought us into a new era where the progress of all countries, and not just developing countries, is being captured.

The EducationWeWant campaign adds a new angle to this discussion. By asking the public what targets they think are most important for them in their country, we are hoping to raise the volume of those affected by any prioritizing taking place, yet who are unlikely to otherwise be heard.

We also wish to raise awareness about the contents of the new education agenda. By asking people to look through and say which targets they consider of the most importance for them, it encourages them to consider each in turn.

Our aim is to capture as many voices as possible from people from every county in the world, while recognizing that this is an online poll, and not based on a representative sample. For example, the overwhelming majority of respondents (90%) have a tertiary education level and are in their 30s. That being said, in the space of just over a month, we have already collected almost 700 responses from over 100 different countries. We've conducted a preliminary analysis of this information, the findings of which are below.

Initial findings of the EducationWeWant campaign

4.1	**Free and universal primary education**	**23.0 %**
4.2	**Early childhood development**	**14.6 %**
4.3	**Equal access to TVET, tertiary and adult education**	**9.0 %**
4.4	**Skills for decent work**	**9.7 %**
4.5	**Equality in education**	**17.0 %**
4.6	**Literacy and numeracy skills**	**10.5 %**
4.7	**Education for sustainable and global citizenship**	**16.3 %**

Means of Implementation

4a.	**School infrastructure**	**21.3 %**
4b.	**Scholarships**	**12.4 %**
4c.	**Teachers**	**66.3 %**

When we tally up responses, Target 4.1 – *Free and universal primary and secondary education* is found to be the first priority for 23% of the respondents, with Target 4.5 – *Equality in education* and Target 4.7 – *Education for sustainable development and global citizenship* prioritized as second and third. In the second question asked, two-thirds of the respondents (665) believe the supply of qualified teachers is the most important means of implementation.

While the first reflex is to review the data as a whole, this campaign was designed to show differing national priorities. Hence we chose to further analyze a selection of countries which had the most responses from the geographic regions of the world. The countries analyzed in this blog are the following: Australia, Brazil, France, United Kingdom, India, Kenya, Mexico, Serbia, and the United States.

The analysis shows that, while you may think that countries in the same region would select similar priorities, in fact this is not the case. The data suggest that respondents' perceptions of national priorities reflect recent initiatives, policy campaigns, and cultural understandings of the role of education within society.

Despite both India and Kenya having over one million children out of school it is only Australia that has selected Target 4.1 – free and universal primary and secondary education as the first priority although the majority of the countries has this target as second or third priority.

Kenya, where only just over half are expected to be enrolled in pre-primary education in the 2015 data, is the only country to prioritize Target 4.2 – *early childhood development as first*; Australia, where only two thirds are enrolled, is the only other country to include this priority at all.

Brazil, <u>where over one million young people aged 15-24 years do not have skills to find decent work</u>, and India, where <u>a quarter of young people never completed primary school</u> and will be without basic skills both selected Target 4.4 – *Skills for decent work* as the first priority. This target only appeared as a secondary priority in one other country – Malaysia, where <u>10% of young people do not have the skills needed to find decent work.</u>

The United States, which has been named the <u>most unequal of developed nations</u> is the only country to prioritize Target 4.5 – *Equality in education* as first: however, several other countries selected this target as one of their top three priorities.

The United Kingdom, France, Serbia, Mexico, Malaysia, and India all selected target 4.7 – *Education for sustainable development and global citizenship* as a first priority. The popularity of this target among these countries could be because of its novelty, humanistic orientation and emphasis on content, compared to others. Alternative speculative reasons for their choices could be related to the public perception of unequal growth and pressing environmental problems in urban areas in India, Malaysia and Mexico, or a stronger sense of global; security concerns arising in France and the UK.

In regards to the second question about the means of implementation, there is a steadier pattern amongst all the countries. Overwhelmingly, *Teachers and school infrastructure* were selected as the two most important means of implementation. Multiple votes *for scholarships* were also frequently found in Serbia. Mexico, Malaysia, and the United States, and India. However, even within these countries, *teachers and school infrastructure* were prioritized more.

These results underscore the importance of understanding the varying context in which targets are being implemented, especially in light of past educational reforms. But the diversity of the results perhaps reflect what most of those who campaigned for SDG 4 would hope; notably that the public would like for policy makers to be prioritizing all ten targets in their plans, with no exceptions made.

The poll provides the public with a way to pitch in and voice their opinion. Collaborative decision making has been an integral part of the SDG agenda and it should continue to be so. However, while this campaign is interested in showing that having a preference is perhaps only natural, the GEM Report is certainly not proposing that policy makers ignore any of the targets, nor pit one against another. Just as <u>the sustainable development agenda cannot be achieved without education</u>, we know that the overreaching goal on education cannot be achieved without the sum of all its parts: the ten targets together as one.

WORLD EDUCATION BLOG
Can mobile learning bridge the digital divide and learning gap?
Posted in <u>7 March 2016</u> by <u>GEM Report</u>

ICT for learning may be a trendy and popular topic as a <u>blog</u> on this site last week discussed, but the fact remains that children from poorer households are less likely to have access to ICT both in and out-of-school. As a result, they take longer to adapt to using the technology or hone their ICT skills. The Dakar Framework in 2000 warned of the risk of ICT exacerbating existing inequalities and said such technology should serve, rather than drive, education strategies. With no huge changes in access to ICT since those days, this advice still stands. But has the advent of mobile learning moved the conversation along?

How wide is the digital divide?

In poorer countries the 'digital divide' is often more extreme as computer resources remain greatly overstretched. According to UNESCO Institute for Statistics (UIS) in Egypt, the Dominican Republic, Nepal and the Philippines, over 100 children share a single computer in primary schools. This is partly because many schools still have no electricity. In Nicaragua, for instance, only a quarter of elementary schools have electricity. In Nepal, only 6% of primary school and 24% of secondary school have electricity.

The digital divide is apparent within countries too. In China, UIS shows that the primary learner/computer ratio in rural areas is 29:1, double what was found in urban areas.

Outside of whether ICT is available in schools or not, the digital divide is also found between those who have access to technology outside of classrooms and those who do not.

In Rwanda, where computers have been introduced in secondary schools, the majority of students (79%) were also using ICT out-of-school. However, girls and rural children were less likely to have that same access in their communities, and were left disadvantaged relative to urban boys.

Similarly, studies in 10 southern California schools have shown that providing a laptop in schools improved children's technology skills, but did not result in higher test scores, or reduce learning gaps between rich and poor. Only when pupils were given access to laptops 24/7 did their learning improve relative to other

To bridge any digital divide, in Latin America and the Caribbean, various programs have provided computers to poor children in schools. Yet the GMR 2015 showed that the program in Uruguay, for instance, did not significantly improve learning. Perhaps it could be induced that this was because these children did not have the same access to ICT out of schools as their wealthier peers.

Can mobile learning bridge the divide?

In developing countries, while less than 20% of the population can access the Internet, mobile phones are accessible to over 70%. Requiring less infrastructure than computers, mobile phones have perhaps the greatest potential for delivering ICT-based learning to the marginalized, and even in fragile contexts. Their key and notable attribute is their power to extend educational experience beyond classrooms and to enable a wide range of informal and non-formal learning. They are also a far more cost-effective alternative to computers.

But evidence on whether portable ICT devices can support learning is mixed at best

Some projects have shown learning benefits as the GMR 2015 showed, such as an adult education program in Niger where exercises on mobile phones improved reading and numeracy outcomes significantly more than in programs without mobile phones. Or the Mo Math Project in South Africa, which reached 25,000 learners with mathematics content via mobile phones and led to a 14% increase in mathematical skills.

Likewise, a study analyzing a program where smart phones were provided for additional instruction in the USA demonstrated a 30% increase in test scores by low-income learners.

And radio instruction in Honduras was shown to enhance performance of marginalized groups by up to 20%; an extremely cost effective intervention: it cost only US$2.94 per student in the first year and US$1.01 per year thereafter.

But there are equal amounts of examples where the evidence is fuzzy, and where disparities are not reduced as hoped. In rural India, an after-school program used mobile phones to support learning for children from low income families. Learning how to spell common nouns, improved, but the gains were greatest for children in more advanced grades who has stronger foundation skills.

In addition, there is yet no clear evidence that using mobile phones to text or send emails invariably improved literacy skills, even if it is probable that it should increase the demand for literacy skills in the long run.

Perhaps mobile learning has greater potential when viewed from a lifelong learning perspective, rather than in bolstering school performance. The GMR 2012 showed that the approach could have huge benefits for improving livelihood opportunities for young people. These rural contexts, for instance, with proper training could use the technology to access information and financial services that can increase productivity and earning.

From this broader viewpoint of education quality, mobile learning should be valued for the role it can play providing distance learning for teachers as the GMR 2014/14 showed. In South Africa, a teacher education program supplements paper-based distance learning with text messaging. Likewise, in Malawi, battery-powered DVD players and interactive instructional DVDs are used to assist with training.

That the concrete evidence is not there yet to build an undeniable link between mobile learning and education quality certainly does not mean we should turn our back to it. It is vital that innovative approaches are sought and pursued if we are to attain the ambitious new SDG agenda in education. However, it is equally as vital that the importance of not leaving anyone behind is respected in that quest.

Mobile learning certainly makes it more likely that technology based interventions can reach more marginalized communities. However, the evidence does show that it's not yet a sure bet for addressing wider disparities in education. As with any new, fast developing or financially popular topics, extreme care must be taken to ensure that the software and programs associated with it are targeted, first and foremost, to supporting weaker learners who have limited access to ICT in and outside of school.

16. USAID/LIBERIA ADVANCING YOUTH PROJECT, IDD, EDC. Inc*, 2016*
WEBSITE: idd.edc.org/projects/liberia/usaid/usaidliberia-advancing-youth-project

DESCRIPTION: **Education Development Center, Inc. (EDC), a U.S.-based non-profit**
   For more than 50 years, Education Development Center, Inc. (EDC) has made learning more accessible, relevant, and exciting. Our International Development Division collaborates with local partners in more than 35 countries across five continents. We work at the preschool, primary, and secondary levels, and with youth, adults, and out-of-school learners. EDC is committed to building human capacity and ensuring our partners can sustain their own programs.
   The six-year (October 2011-October 2016) US$35 million **Advancing Youth Project** is funded by USAID and implemented by the Educational Development Center, Inc.

LIBERIA WORKING LOCATIONS*: Bong, Grand Bassa, Lofa, Nimba, and Montserrado Counties*

CONTACTS LIBERIA and U.S.A.
Liberia: Simon James, Chief of Party   Email: sjames@edc.org
US Contact: Nancy Devine, Project Director   Email: ndevine@edc.org
Education Development Center, Inc. 1025 Thomas Jefferson Street, NW Suite 700, Washington, DC, 20007
E-mail: iddinfo@edc.org
Phone: 202-572-3700

Sub-Contractor*:* Mercy Corps, YMCA Liberia with guidance from the Liberian Ministry of Education

PARTNERS: (Sub-Contractors) Mercy Corps
                               YMCA-Liberia

DESCRIPTION: The Advancing Youth Project
   The Advancing Youth Project provides increased access to quality alternative basic education services, social and leadership development and livelihoods for out of school youth aged 13-35 who have no or marginal literacy and numeracy skills. The Project works closely with the Ministry of Education (MoE) and community-based organizations to build their capacity to manage a system and programs that provide youth with the knowledge and skills they need to succeed.
KEY ACTIVITIES:
- Developing there levels of curriculum in literacy, numeracy, life skills and work readiness
- Training facilitators to deliver basic education
- Providing youth with work-based learning opportunities, and links to skills and entrepreneurship training
- Forming youth clubs and local alliances to support youth education and enhanced livelihoods;
- Developing private-public partnerships
FOCUS:
- Testing alternative models
- Conducting rigorous evaluation
- Providing designs for sustainable national service delivery

FUNDERS: UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

17. **PEACE CORPS RESPONSE**
WEBSITE: http://peacecorps.gov/volunteer/response/
Peace Corps response Fast Facts
- **American who have served: 2,500+**
- **Host countries served to date:70=**
- **Minorities: 20% of Volunteers**
- **Volunteers over 50; #*% of Volunteers**
- **Average age: 44**

DESCRIPTION:

Peace Corps Response provides professional the opportunity to serve in various programs around the world. When you serve as a Peace Corps response Volunteer, you bring your skills and experience to projects in places you are needed most.

Peace Corps Response send experienced professionals to undertake short-term, high impact service assignments in communities around the world. Since the program was established in 1996, over 2,500 PCRV have served in more than 70 countries.

PCRF helps the agency meet host country requests for highly skilled Volunteers. From returning to post-conflict countries to jumpstarting new agency partnerships and initiatives, Volunteers provide targeted assistance in diverse assignments covering agriculture, community economic development, disaster risk, reduction and mitigation, education, environment, health, and youth development.

With their ability to adapt to changing situations and effectively engage diverse populations, Peace Corps response Volunteers produce effective, measurable, and sustainable outcomes for their assigned communities.

VOLUNTEER PROGRAMS: High-Impact, 3-12 Month Assignments

Short-term assignments for returned Volunteers or experienced provide targeted assistance in places where they are most needed

LIBERIA: Three Peace Corps Response Literacy Volunteers (More information will be provided when available)

18. WE-CARE FOUNDATION, INC*., 2015*
WEBSITE: http://we-carefoundation.org
See accompanying Family Literacy Initiative (FLI) Fact Sheet. FLI is a partnership with Friends of Liberia (FOL), Home Instruction for Parents of Preschool Youngsters (HIPPY-International), and WE-CARE Foundation.

DESCRIPTION:
   WE-CARE Foundation was established in 1992 and incorporated in 1994 as a local non-profit educational organization to sensitize the public in rebuilding on firm humane principle, the education sector, which was destroyed in the Liberian civil war.
   It started with a book chain program where people could take books from WE-CARE and after reading them, simply share them with others without returning the books. This evolved into the WE-CARE Library and the establishment of libraries/reading rooms in schools and in economically challenged communities.
   Today, WE-CARE trains teachers, teacher educators, writers, illustrators, publishers, and produces relevant engaging children's and adult books for Liberian schools and the reading public. It teaches children to read and develop love for books in the Story Hour Kids Program. Senior high and college young women serve as readers and role models for the younger girls in the program.
   WE-CARE aims to foster a love of books and reading based on the truism that "Reading children become reading adults, and reading adults become informed citizens that can make sound decisions that affect their social and economic development." All of WE-CARE services are free.

LIBERIA WORKING LOCATIONS: *Central Monrovia, Montserrado County, Bomi and Margibi Counties; FAMILY LITERACY INITIATIVE (FLI): Caldwell and West Point, Montserrado County and Duazon, Margibi County*

CONTACT LIBERIA:
Email: we-care@we-carefoundation.org; wcarelib@yahoo.com/Facebook
WE-CARE Foundation, Inc. (WE-CARE Library) Carey/Gurley Streets P.O. Box 1072 Monrovia
Cell: (+231) 777024251/777511175/880512730

PARTNERS: cod**e:** read.learn.live (*Canadian Organization for Development Through Education),* International Reading Association, and each child counts Foundation, Friends of Liberia (FOL), Home Instruction for Parents of Preschool Children (HIPPY-International)

MISSION STATEMENT: To strengthen the educational sector in Liberia through the provision of quality reading materials and creative training and teaching skills.

LITERACY PROGRAMS:
   - **WE-CARE LIBRARY**: Free public Library for students, teachers, professionals and the general public,
   - **Reading Liberia:** With support from the Canadian Organization for Development through Education (**CODE**), developed and operates a comprehensive readership program that trains teachers in public elementary schools, writers, illustrators and produces culturally relevant books.
   - **Critical Thinking Liberia**: Provides professional development for teachers, teacher educators, early childhood practitioners and other professional.
   - **Story Hour for Kids**: Teaches children to read and love books

WE-CARE Foundation, Inc., Page 2

EFFICACY: WE-CARE has trained over 900 teachers that have impacted the lives of more than 20,000 students.

- 2014: Reading Liberia ended its 2nd Phase training workshop for 243 teachers from 23 schools in Bomi, Margibi and Montserrado Counties.
- 20014: In addition, its eighth training workshop for writers, illustrators and photographers to produce culturally relevant books was conducted by Dr. Wendy Saul, Professor of Education at the University of Missouri-St. Louis and Mr. B.D. Colen Instructor of Photojournalism at Massachusetts Institute of Technology and Harvard. Participants were introduced to non-fiction and photojournalism. The workshop included 10 writers, seven illustrators, two journalists and nine photographers.
- 2014: WE-CARE certified 14 trainers and 91 teachers from 26 schools in the greater area of Monrovia.
- 2014: Reading Liberia is presently in 66 public schools.
- 2015: WE-CARE under its Critical Thinking Liberia has ended the first of its four training workshops for teacher trainers of the rural teacher training institutes.
- 2015: WE-CARE has been certified to conduct Critical Thinking workshops and seminars both locally and internationally. WE-CARE with support from Open Society Initiative (OSI) has conducted professional development trainings in Zambia and Malawi on the concept and pedagogy of critical thinking and and active learning where over 75 educators from universities and colleges were certified.

FAMILY LITERACY INITIATIVE (FLI)

Fact Sheet

The Family Literacy Initiative (FLI) is an early childhood development program grounded in the belief that learning begins at home and that parents are a child's first teachers. FLI's goal is to help parents prepare their pre-school children for success in school and in life, and to empower parents by giving them the tools, skills and confidence they need to successfully work with their children in the home.

FLI is a partnership with Friends of Liberia (FOL), Home Instruction for Parents of Preschool Youngsters (HIPPY-International), and WE-CARE Foundation, working closely with the Liberian Ministry of Education, Bureau of Early Childhood Education, with the *Liberia National Inter-Sectoral Policy on Early Childhood Development* as the guiding framework. Together we are committed to improving multi-generational literacy in Liberia.

FLI Methodology

FLI uses the HIPPY-International approach to early learning, which is an evidence-based home instruction based on the beliefs that every child can learn and every parent wants what is best for his or her child. The HIPPY curriculum addresses five key learning areas: literacy, math, science, motor skills and language.

The HIPPY model contains four essential features designed to provide optimum support and services to families.

1. Developmentally appropriate curriculum designed to strengthen the child's cognitive and early literacy skills, social/emotional and physical development
2. Easy-to-use educational activity packets and storybooks for parent and child to use at home
3. Weekly home visits and group meetings to teach parents how to teach their child, extending over a two- or three-year period
4. Home visitors, hired from within the community, trained and supervised by professional coordinators

First two years

● The initial two years of the FLI program is being implemented in three communities in Liberia: Upper Caldwell and West Point in Montserrado County, and Duazon in Margibi County.
● Two professional coordinators will monitor and manage the program from offices of WE-CARE, Monrovia.
● Sixty families have been selected, 20 from each community.
● Six home visitors have been hired, two for each of the three communities.
● Home visitors will work in teams of two to visit 20 families for one hour weekly for 30 weeks each year.
● The parents or the identified person will be asked to work with the child 15 to 20 minutes a day.
● A Technical Advisory Panel (TAP) will be established to provide quality advice, seek appropriate partnerships and resources and provide mentoring or seek appropriate mentors for those involved with the FLI.

Monitoring and Evaluation

The professional coordinators will:

● Collect information on participating families and provide weekly training with the home visitors.
● Compile home visitors' records on participation, completion of activities and feedback from families.
● Report monthly to FOL, HIPPY and WE-CARE on Skype calls or other mechanism.
● Conduct weekly unannounced visits to observe home visitors in each of the three communities.
● Contribute to annual report on the program.
● Recruit new families to begin the program in year two.
● Oversee administration of Bracken Assessment to 60 participating children at the beginning and end of each year.

The FOL evaluation team will:
- Seek an independent evaluator to assist with the implementation evaluation.
- Analyze assessment materials and compile reports.
- Analyze assessment materials and compile reports.

FLI Partners
Friends of Liberia (www.FOL.org) For more than 25 years, FOL has worked to improve education in Liberia, training more than 300 teachers in five counties, conducting workshops and conferences, renovating schools, and sending supplies and appropriate books for school children. During the Ebola crisis, FOL awarded over $100,000 to support community-based Ebola education, prevention and treatment programs, and has launched a post-Ebola task force to address related long-term challenges. Based in Washington, D.C., FOL's members include many former Peace Corps Volunteers, most of whom taught in Liberia, some very recently, as well as former missionaries, academics, international development workers and Liberians.
Contact: Sia Barbara Ferguson Kamara **barbarakamara@yahoo.com**

WE-CARE Foundation Inc. (http://we-carefoundation.org/), Monrovia, Liberia was founded in 1992 during the Liberian civil war. It started with a book chain program in which people could take books from WE-CARE and after reading, simply share with each other without returning them. This evolved into the WE-CARE Library and the establishment of libraries and reading rooms in schools and economically challenged communities. WE-CARE trains teachers, writers and publishers and produces engaging and relevant children books for the schools and the public.
Contact: Michael Weah and Yvonne Capehart Weah, **wcarelib@yahoo.com**

HIPPY-International (http://www.hippy-international.org/ is an international family literacy program that started in Israel in 1969 as a research and demonstration project. It has since spread to other countries. Germany, New Zealand, Australia, South Africa and Canada along with Israel and the United States. HIPPY helps parents empower themselves as their children's first teacher by giving them the tools, skills and confidence they need to work with their children in the home. The program brings families, organizations and communities together and removes any barriers to participation that may include limited financial resources or lack of education.
Contact: Dr. Miriam Westheimer, **mwestheimer@hotmail.com**

Funding Partners
Initial funding for the FLI project has been secured from the Friends of Liberia Board of Trustees; individual FOL donors; the Rolander Family Foundation, and The International Foundation. Over $20,000 of in-kind services has been donated thus far by FOL education experts in the organization and planning of the initiative. We continue to seek additional funding partners.

19. ZOA INTERNATIONAL, Liberia, 2016
WEBSITE: http://www.zoa-international.com/liberia

DESCRIPTION:

   ZOA was founded in 1973 in The Netherlands. The three letters ZOA are the Dutch abbreviation of South East Asia, the area where the organization started its activities.

   ZOA started its work in 2003 with emergency relief to refugees and displaced persons. It supports people who suffer due to armed conflict or natural disasters like Ebola Virus Disease, by helping them rebuild their livelihoods. ZOA's development work is focused on recovery of livelihoods, addressing long-term needs and opportunities for positive change. Our specialty is sustainable livelihood development**, functional adult literacy**, community governance, and rehabilitation of social cohesion and trust through capacity building and community based approaches.

   Due to its long presence in the county, ZOA Liberia has well-established relationships with communities, local leadership as well as local and national authorities, which made it especially well-positioned to execute an Ebola Response. ZOA has a solid knowledge of the context and culture we work in, a long term commitment to rural and urban areas and focuses on outcome results.

EBOLA RESPONSE: When in 2014 the Ebola crisis broke out ZOA devoted time and resources to preparing and implementing adequate Ebola-response activities. ZOA decided not to suspend activities in Liberia, but to continue and even extend implementation of the regular program. ZOA staff continued visiting the communities that were hit hard by Ebola, something that was greatly appreciated by the Liberian authorities and by the beneficiaries.

CONTACT LIBERIA:

Tsjeard Bouta, Country Director

P.O. Box 4130 7320 AC Apeldoorn

Email: info@zoa.nl

Telephone: =31 (0)55 36 63 339

PROGRAM LOCATIONS*: Montserrado, Margibi, and Bong Counties*

PARTNERSHIPS:

   ZOA is convinced that partnerships are needed in order to achieve sustainable changes at community level. ZOA cannot achieve the program objectives on its own, but needs to cooperate with other partners (CBOs, NGOs, local government, private sector, etc.) because each actor has its specific role, mandate and expertise.

   ZOA is working in conflict areas where civil society (including NGOS) and government is often weak. The strategic choice of ZOA to work in fragile context implies that ZOA is ready to invest in motivated and relevant, but still weak partners.

   ZOA is not making the choice of working exclusively through partners; ZOA has the option (thanks to its local presence) to combine partnership arrangements with own implementation by ZOA. The decision to work with partners or not, is based on a thorough programmatic analysis..

LITERACY PARTNERS: Development Education Network Liberia (DEN-L), National Education Association of Liberia (NAEAL), Self-Help Initiatives for Sustainable Development (SHIFSD)

LITERACY PROGRAM: Functional Adult Literacy in Basic Education, one of five ZOA sectors

   Illiteracy is limiting beneficiaries in different ways. Women cannot read and write and are less likely to participate in decision making at the community level. Being able to write and recognize your own name positively influences people's self-esteem. ZOA Liberia has established functional literacy classes in 25 targeted communities.

FUNDING:

ZOA is funded by more than 40,000 private donors in the Netherlands, by institutional partners, partner organizations and third party activities.

Institutional Donors: ZOA receives institutional funding from several governments and other organizations, like the Dutch government, European Union institutions, United States governmental institutions, United Nations institutions and the Australian government. Its own funding comes from the ZOA Business Ambassadors.

TOTAL ZOA income (15 countries): US $40,564,800 Converted from Euros

91.4% of the total expenditures is spent directly on ZOA objectives.

ZOA Liberia

Staff: 29

Received financial support from: European Union, Dutch MInistry of Foreign Affairs FAO, World Renew, Mercy Corps, Embassy of the Kingdom of the Netherlands. ZOA Netherlands emergency funds, ZOA Business Ambassadors, Hofstee Foundation, Swiss Embassy/Red een Kind. Van Oord

Expenditures in 2014**: US$1,573, 453**   Converted from Euros

Budget in 2015:   **US$1,312,375**   Converted from Euros